



**PUPIL PREMIUM GRANT
REPORT
2016/17**

PROPOSED PUPIL PREMIUM GRANT EXPENDITURE

2016-17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	212
Total number of pupils eligible for PPG	15
Amount of PPG received per pupil	£1,300 x 13
Amount of PPG+ received per pupil	£1,900 x 2
Total amount of PPG received	£20,700

Proposed support for 2016-17

Additional Teacher working in Key Stage 1 & 2 to support and raise attainment of those most vulnerable.

Additional Teacher to take up a new role as an intervention manager to support and work with SEND coordinator to monitor support and progress of PP children.

Maintain Teaching Assistant support for small groups and 1:1 support intervention, booster and catch up.

Additional hours created for the Assistant Head Teacher to teach PP children 1:1 and in groups weekly.

Purchase of additional reading books and reading assessment resources in both Key Stages. KS2 – ‘free’ reading books – KS2 and book bands KS1.

Purchase the services of Cheshire Library support for topic readers and resources and individual reading books.

Establish two Nurture groups in school - KS1 and KS2 to support the most vulnerable children in school. Training for two members of staff to effectively manage the nurture groups and support the children.

Additional Teacher support in Year 6 and Year 2 to focus on PP children.

Engage the services of external consultants to work with Teachers to effectively ensure the needs of the PP children are being met in literacy and mathematics.

Additional Teacher support for able PP children to ensure attainment at greater depth.

Funding support for parents for PP children to engage with after school activities and clubs and school trips.

Funding support for parents for school equipment, resources and uniform.

PUPIL PREMIUM GRANT EXPENDITURE

2015-16

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	212
Total number of pupils eligible for PPG	19
Amount of PPG received per pupil	£1,300
Amount of PPG+ received per pupil	£1,900
Total amount of PPG received	£26,218.32

Nature of support for 2015-16

Maintain Teaching Assistant Support in class to help raise attainment of those most vulnerable.

Maintain Teaching Assistant support for small groups and 1:1 support intervention, booster and catch up.

Investment in additional 'Assertive Mentoring' resources for Key Stage 1 & 2.

Investment in additional reading books and resources in both Key Stages particularly Junior readers – Reluctant readers and high interest easy reading books – Cheshire Library support.

Investment in Literacy training for all staff particularly with a focus on Guided Reading, inference and comprehension work and spelling, punctuation and grammar.

Investment in literacy resources in Key Stage 1&2: Phonics, Punctuation and Grammar workbooks, spelling logs, 'Pobble' (formerly 'Lend Me Your Literacy'), reading records, text and exercise books and homework books.

Investment in the purchase of additional services from external agencies/ expertise for staff training and 1:1 work with the most vulnerable children and children with complex needs – literacy consultants, advisory support and additional Educational Psychology services.

Additional 1:1 work with trained volunteer workers within the school.

Additional Teachers supporting class, group work and individual 1:1 work catch up and extension.

Learning outside the classroom opportunities, within school (school garden) and outside school.

Enrichment activities, visitors and opportunities for children in school and outside school: Theatre in

IMPACT OF THE 2015/2016 EXPENDITURE

ATTAINMENT KEY STAGE 2 2015/16

Reading- 4 Pupil Premium children

Three of the four children made progress throughout the year in reading but did not achieve the expected standard in the reading test at the end of the Year 6. Although children had received additional support through the funding they were unable to perform in the test situation. They lacked the stamina in reading required to complete the comprehension assessment in the allocated time. All three had shown progress in their reading throughout Key Stage 2 and could decode accurately and read fluently with sound comprehension. The lack of reading stamina and timing were the main barriers towards achieving the standard. One of the three children who was a low prior attaining child in reading in Key Stage 1 achieved below 90 on the scaled score the other two children scored 92 and 98 (100+ was required to meet the standard) .

One child of the four PP children who had transferred to our school in Key Stage 2 had made significant progress since joining the school, had grown in confidence and self -esteem and had shown a marked improvement in her attitude towards reading and related work. This child in improved in reading accuracy, fluency and comprehension in addition to developing the stamina for reading and being able to work under the pressure of time. This child performed under test conditions and met the standard in reading scoring 100+.

1/4 (25%) of PUPIL PREMIUM children achieved ARE in Reading

19/26 (73%) of NON-PUPIL PREMIUM children ARE in Reading

20/29 (69%) of ALL children achieved ARE in Reading

Writing – 4 Pupil Premium children

Despite support and improvements in writing three of the four children did not meet the standard in writing due to a lack of secure evidence in a range of genres to secure the standard. Progress had been made in spelling, grammar and the structure within pieces of work but accurate independent work was lacking.

One child of the four since transferring to the school in Key stage 2 had shown dramatic improvements in her writing and was able to produce a wide range of writing with accuracy in composition, structure, grammar and punctuation but was unable to meet the standard due to her difficulty in spelling and being unable in this one area to meet the spelling requirements required to meet the overall standard in writing.

0/4 (0%) of PUPIL PREMIUM children achieved ARE in Writing

20/26 (77%) of NON-PUPIL PREMIUM children achieved ARE in Writing

20/29 (69%) of ALL children achieved ARE in Writing

Mathematics

Three of the four children improved their attainment in mathematics throughout Year 6 particularly making progress in their calculating skills. Improvements were made in reasoning but under the pressure of time the children were unable to perform under test conditions and reach the required standard. All three children had shown improvements in their confidence and self-belief in their ability to work accurately as mathematicians and had made progress in their knowledge, understanding and application in mathematics.

One of the four children who had transferred to St Oswald's with poor self-esteem and confidence in mathematics made good progress, developing her confidence as a mathematician and her knowledge, understanding and application of mathematics. This child achieved the standard in mathematics scoring 106 on the scaled score. One of the three children who was a low prior

attaining child in mathematics in Key Stage 1 achieved 92 on the scaled score the other two children scored 95 and 96 (100+ was required to meet the standard) .

1/4 (25%) of PUPIL PREMIUM children achieved ARE in Mathematics

18/26 (69%) of NON-PUPIL PREMIUM children achieved ARE in Mathematics

19/29 (66%) of ALL children achieved ARE in Mathematics

- 0/4 (0%) of Pupil Premium children achieved ARE in Reading, Writing and Maths combined.
- 16/26 (62%) of non-Pupil Premium children achieved ARE in Reading, Writing and Maths combined.
- 14/29 (48%) of ALL children achieved ARE in Reading, Writing and Maths combined.

Percentage of Pupil Premium pupils who achieved ARE		
Reading	Writing	Maths
25%	0%	25%
Percentage of non- Pupil Premium pupils who achieved ARE		
Reading	Writing	Maths
73%	77%	69%
Percentage of ALL pupils who achieved ARE		
Reading	Writing	Maths
69%	69%	66%